

# La Ballona Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	La Ballona Elementary School
<b>Street</b>	10915 Washington Blvd.
<b>City, State, Zip</b>	Culver City CA 90232-4045
<b>Phone Number</b>	(310) 842-4334
<b>Principal</b>	Luis H. Ramirez
<b>E-mail Address</b>	luisramirez@ccusd.org
<b>Web Site</b>	
<b>CDS Code</b>	19-64444-6012702

<b>District Contact Information</b>	
<b>District Name</b>	Culver City Unified School District
<b>Phone Number</b>	(310) 842-4220
<b>Superintendent</b>	Leslie Lockhart
<b>E-mail Address</b>	leslielockhart@ccusd.org
<b>Web Site</b>	www.ccusd.org

### **School Description and Mission Statement (School Year 2018-19)**

La Ballona Elementary School is located in the ethnically and socially diverse community of Culver City. One of the oldest elementary schools on record in Los Angeles County, its original wood frame building was constructed in 1865, before the city was established. It served as the elementary school to the children of the surrounding rancho community. Since that time, Culver City has evolved from a rancho community to a motion picture industrial center and a prominent arts and business center. Currently, La Ballona Elementary school serves a diverse population of students, nearly half of whom come from homes where Spanish is the primary language. Multiple other home languages are represented, bringing a richness and understanding of different cultures to the educational experience. Beginning in the 09-10 school year, La Ballona Elementary School introduced a Spanish dual language immersion program. The program is now fully implemented, K-5, and runs parallel to our TK-5 English curriculum program.

At La Ballona, we believe in a whole child/whole community approach. We understand that hunger and instability are barriers to success. With support from our parent and local communities, we have been able to implement Backpacks for Kids—a weekend food program for our neediest families, a Wednesday Farmers Market that provides fresh produce free of charge thanks to the Culver City Farmers Market held on Tuesdays. A Family Center which serves close to 20% of our school population; the PTA School Smarts parent education program to facilitate parent involvement. This year La Ballona has replaced the Character Counts with the CHAMPS system of positive behavior. This program is designed to reduce discipline referrals by focusing on recognizing and rewarding the positive behaviors we expect.

Students at La Ballona Elementary School have continuously attained higher levels of proficiency. While many practices have been successfully implemented, staff have continued to work to identify areas for growth, as well as strategies and techniques to address remaining needs. Strong in literacy and mathematics instruction, staff at La Ballona Elementary School understood the need to work toward greater levels of student engagement and differentiation as a means to addressing the needs of an ever changing student population. Additionally, staff identified a need to strengthen existing models of intervention so that our most at risk students continue to have the same opportunity for success as their grade level peers. Through collaborative work in Professional Learning Communities, the staff at La Ballona continues to reflect upon their practice through team planning, common formative assessment, data analysis, and targeted intervention and enrichment.

Additionally, we have committed parent groups dedicated to enhancing and supporting the education of our students. Many of our classrooms have parent volunteers who help students and teachers meet and surpass their goals. After-school enrichment, homework, and academic intervention programs are located on our campus. The PTA provides assemblies and field trips that The Single Plan for Student Achievement.

address content standards for all classes and raise needed funds to enhance our school. Our ELAC members advise administration on issues related to English language acquisition and the new ELPAC testing.

All stakeholders at La Ballona work intently to fulfill our vision through a focus on the whole child. At La Ballona Elementary school, there is no doubt that we all, as a community, expect and demand the best for our students, and we work toward the common goal of providing the best possible academic, social, and emotional education for them.

#### **La Ballona Elementary School's Vision and Mission Statements**

##### **MISSION STATEMENT**

La Ballona Elementary School is a safe environment with high expectations, which meets the needs of a diverse population, creating responsible citizens and life long learners through a balanced curriculum and the cooperation between home, school, and community.

La Ballona Promises...that every student will be literate/biliterate across content...that all students will be effective problem solvers...that students will show respect for self and others...

## BELIEFS

We believe that students have individual needs, strengths and experiences that they bring to their learning.

We believe all students can learn, and that they learn best in a safe environment, where they can take risks, and where they can develop to their maximum potential.

We believe that students learn best where there is effective communication, cooperation, and support from each other, the family, and from the community.

We believe that good schools provide a balanced and flexible curriculum that fosters excitement for learning, and includes technology, basic skills, the arts, and instruction that reach out to all types of learners.

We believe that good schools should promote skills to foster a sense of community. We believe that every student should feel successful, supported, and valued.

We believe that good teachers use effective teaching strategies and are life long learners who engage in professional development and who collaborate by grade level and cross grade level.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	117
Grade 1	97
Grade 2	94
Grade 3	91
Grade 4	106
Grade 5	93
<b>Total Enrollment</b>	<b>598</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0.0
Asian	6.0
Filipino	0.8
Hispanic or Latino	65.9
Native Hawaiian or Pacific Islander	0.2
White	15.4
Socioeconomically Disadvantaged	60.7
English Learners	32.4
Students with Disabilities	9.2
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	30	30.3	32	32
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	00	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** September 2017

### Reading/Language Arts and Content Standards

La Ballona School uses the district adopted kindergarten through fifth grade reading and writing curriculum that follows the California State Content Standards. Each grade level has standards for reading, writing, written and oral English language conventions, listening, and speaking. Students are provided instruction at their grade level with differentiation for those that are struggling or are above grade level. The Culver City Unified School District uses Houghton Mifflin Harcourt Journeys as our reading and language arts core instructional program. Teacher have been trained as well in Guided Reading/Daily 5/CAFE for language arts instruction and Writer's Workshop for writing instruction. Reading and writing are assessed throughout the year using publisher and district benchmark assessments. English Language Development (ELD) is provided to English language learners and instruction targets their English language levels. Intensive training in ELD instruction is part of the site's professional development plan.

### Mathematics and Content Standards

Culver City Unified School District uses the adopted kindergarten through fifth grade mathematics curriculum that follows the California State Content Standards. Our math program is Bridges Math. La Ballona teachers have been trained extensively in Cognitively Guided Instruction and this is evident in every classroom. In addition, La Ballona Elementary School uses the ST Math+Music program to supplement the district adopted standards-based mathematics curricular materials. This program develops student's innate ability to visualize and manipulate images - and problems in space and time using Spatial Temporal Reasoning. Spatial temporal reasoning refers to every person's ability to solve multi-step problems by visualizing components and processes in space and time, recognizing the structure of the problem, and then planning a sequence of steps that overcome the obstacles to arrive at a solution. Because ST Math+Music is non-language based, it is immediately helpful to English Language Learners.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Houghton Mifflin Harcourt Journeys - La Ballona School uses the district adopted kindergarten through fifth grade reading and writing curriculum that follow s the California State Common Core Standards. Each grade level has standards for reading, writing, written and oral English Language conventions, listening, and speaking. Students are provided instruction at their grade level with differentiation for those that are struggling or are above grade level. The Culver City Unified School District uses Houghton Mifflin Harcourt Journeys as our reading and language arts core instructional program. Reading and writing are assessed throughout the year using publisher and district benchmark assessments.</p> <p>English Language Development (ELD) is provided to English language learners and instruction targets their English language levels.</p>	Yes	0%
<b>Mathematics</b>	<p>Bridges Mathematics - Culver City Unified School District uses the adopted kindergarten through fifth grade mathematics curriculum that follow s the California State Content Standards. Our math program is Bridges Mathematics through. In addition, La Ballona Elementary School uses Cognitively Guided Instruction as a framework for mathematics instruction school wide. La Ballona supplements the district adopted standards- based mathematics curricular materials through the use of STMath in grades K-4. This program develops student's innate ability to visualize and manipulate images -and problems in space and time using Spatial Temporal Reasoning. Spatial temporal reasoning refers to every person's ability to solve multi-step problems by visualizing components and processes in space and time, recognizing the structure of the problem, and then planning a sequence of steps that overcome the obstacles to arrive at a solution. Because ST Math is non-language based, it is immediately helpful to English Language Learners.</p>	Yes	0%
<b>Science</b>	<p>The curriculum for science follows the California State Standards and consists of physical science, life science, earth science and investigation and experimentation's for each grade level. The science series is Scott Forseman.</p>	Yes	0%
<b>History-Social Science</b>	<p>Our history/social studies curriculum covers the state standards. The adopted text used is Houghton Mifflin. In addition, the Open Court Reading Program incorporates both science and social studies in the anthology that students read.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Foreign Language</b>	<p>Benchmark SLA - For students in our dual language program, La Ballona School uses the district adopted kindergarten through fifth grade reading and writing curriculum that follows the California State Common Core Standards. Each grade level has standards for reading, writing, written and oral English Language conventions, listening, and speaking.</p> <p>Students are provided instruction at their grade level with differentiation for those that are struggling or are above grade level. The Culver City Unified School District uses Benchmark as our Spanish reading and language arts core instructional program. Reading and writing are assessed throughout the year using publisher and district benchmark assessments.</p>	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The District provides a safe and clean environment for learning and growing. All sites have adequate classroom space, office facilities, libraries, and computer labs that support the instructional program. All sites have emergency plans in place with procedures for staff and students in case of fire, earthquakes, and other disasters. Emergency drills are held routinely. Staff members supervise all playgrounds during school hours. In order to ensure a safe environment at all sites, district security personnel monitor campuses on a daily basis. Maintenance is an on-going process provided by the district maintenance and operational department. All staff members have identification badges.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Nothing reported.
<b>Interior:</b> Interior Surfaces	Poor	Stained tiles in library; carpet worn in office. Floor cracking in nurse's room and girls 9A. Stained ceiling tile in teacher's lounge. Stained ceiling tile in center workroom. Water damage in corner/door to 17. Floor worn and cracking in boys restroom 21A. Floors bad in OCD PS-1. OCD PS-2 carpet transition strip missing. Stained ceiling tiles in room 20. Floors worn in OCD KIK.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	OCD PS-1 very cluttered. Excessive wall coverings (95%+) in room 19. Very dirty and cluttered in OCD KIK.

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	Nothing reported.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Nothing reported.
<b>Safety:</b> Fire Safety, Hazardous Materials	Poor	Fire alarm panels obstructed. Storage too high in K and center workrooms. Christmas lights in K2. Fire extinguisher access obstructed in rooms 4, 7, 8, 10, 12, 13, 17. Strip to strip in room 6. Lamp with extension cord in room 7. Extension cord issue in center workroom and room 18. Plug strip attached to wall. Lamp and extension cord issue in rooms 17, 23. Curtain issue in room 21. Exit light EL-35 non operational. OCD PS-2 fire extinguisher needs hook. Excessive wall coverings (95%+) in room 19. Fire extinguisher needs hook in room 19 Pre.
<b>Structural:</b> Structural Damage, Roofs		Nothing reported.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	OCD PS-3 ramp chipping.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: April 2018	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	53.0	54.0	67.0	69.0	48.0	50.0
Mathematics (grades 3-8 and 11)	45.0	52.0	55.0	56.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	286	285	99.65	54.39
Male	158	158	100.00	48.10
Female	128	127	99.22	62.20
Black or African American	--	--	--	--
Asian	17	17	100.00	88.24
Filipino	--	--	--	--
Hispanic or Latino	197	196	99.49	43.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	44	100.00	77.27
Two or More Races	14	14	100.00	71.43
Socioeconomically Disadvantaged	193	192	99.48	45.31
English Learners	148	147	99.32	42.86
Students with Disabilities	29	29	100.00	10.34
Foster Youth	--	--	--	--



Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	286	285	99.65	52.28
Male	158	158	100	51.9
Female	128	127	99.22	52.76
Black or African American	--	--	--	--
Asian	17	17	100	94.12
Filipino	--	--	--	--
Hispanic or Latino	197	196	99.49	42.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	44	100	63.64
Two or More Races	14	14	100	100
Socioeconomically Disadvantaged	193	192	99.48	42.71
English Learners	148	147	99.32	41.5
Students with Disabilities	29	29	100	10.34
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.2	25.0	18.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

The parents in the Culver City Unified School District are involved and interested in the operation of all schools. The Parent Teacher Student Associations assist in fund raising, scholarships, and assuring that communication flows between all schools and community. Parents also serve on the School Site Council, the District Budget Committee, the District English Learner Advisory Committees, and a number of other individual school site committees. Various business partners sponsor many special events for both students and parents. The Culver City Educational Foundation supports and enhances quality educational programs for every student in the Culver City Unified School District. At La Ballona, parents are engaged through our Parent Teacher Association, English Language Advisory Committee, School Site Council, and parent education training throughout the year. Parent training include topics such as PTA School Smarts, Math Nights, and Technology Awareness.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.2	0.0	0.2	1.1	1.5	1.7	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

The School Safety Plan as presented to the Board of Education Outlining the District's plan and purpose. There are essentially two components:

School Climate (strategies to maintain a caring climate) and Physical Environment (attributes of a hospitable environment). The district's priority has: a) updated the individual school plans; b) developed the curriculum requirements in Tolerance education using the Positive Behavior Intervention Support (PBIS), Safe and Drug Free Education using the Too good for Violence and Too Good for Drugs Program, and an Anti-Bullying via CHAMPS; c) updated the physical environment; and d) developed a strategic plan. Each site develops a plan in line with these goals and objectives, which is developed and approved by the School Site Council each Spring at La Ballona. La Ballona has an emergency plan with a clear set of procedures. Our school emergency plan was last updated in September 2017.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	4		24		5		23		5	
1	23	1	3		24		4		24		4	
2	24		4		22	2	2		24		4	
3	23		4		23		4		23	1	3	
4	22	2	2		23		4		27		4	
5	22	2	2		24	2	2		23		4	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)		N/A
Other	4	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5618.0	\$1031.6	\$4586.5	\$60706.0
District	N/A	N/A	\$6482.3	\$79,044
Percent Difference: School Site and District	N/A	N/A	3.5	-4.7
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-20.9	-8.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

In addition to general fund state funding, Culver City Unified School District receives state and federal categorical funding for the following programs:

### STATE:

State Lottery

### FEDERAL:

Title I, (El Rincon, La Ballona, Lin Howe, Culver City Middle School) -extra support for students at risk of failing Title II, Teacher Quality, Staff development, teacher training  
Title III, Limited English Proficient

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,625	\$47,547
Mid-Range Teacher Salary	\$79,488	\$74,775
Highest Teacher Salary	\$98,430	\$93,651
Average Principal Salary (Elementary)	\$120,949	\$116,377
Average Principal Salary (Middle)	\$117,142	\$122,978
Average Principal Salary (High)	\$132,971	\$135,565
Superintendent Salary	\$210,000	\$222,853
Percent of Budget for Teacher Salaries	36.0	35.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

At La Ballona Elementary School, the school leadership team and grade level Professional Learning Communities study student achievement, analyze needs, identify areas for intervention and/or enrichment, and identify topics for staff development. Over the past several years, a comprehensive staff development program has included site and district wide assistance to teachers on ELD instruction (Integrated and Designated ELD time), Common Core content standards, Professional Learning Communities, use of assessments such as Common Formative Assessments, data analysis, interdisciplinary curriculum, high engagement strategies (Instructional Quality), special needs students, differentiation, EL students, the Olweus Bullying Prevention Program, Caring School Community program, Technology, paraprofessional training and additional topics impacting instruction, such as classroom management and use of technology. Professional development days have been utilized for discussion and training on instruction and assessment. New teachers have attended Los Angeles County workshops and the Beginning Teacher Support and Assessment program (BTSA) offerings.

Teachers at La Ballona Elementary School regularly meet in Professional Learning Communities to collaborate and analyze formative assessment data. Teachers work together to design and implement academic interventions in the classroom to support students who struggle with achieving grade-level benchmarks. These meetings are also designed to support and further the two programs that we house here at La Ballona; our Dual Language Immersion and English Only programs.

Whole staff and in Professional Learning Communities, teachers regularly participate in the reading and discussion of research articles about literacy and pedagogy. Teacher training in research-based strategies for enhancing instruction in reading and written language as well as in strategies for working with English Language Learners has been provided by the District as well.

At La Ballona Elementary School we take very seriously the mandate of legislation to close the achievement gap. It is our goal to work with our students to maximize their potential and instill in them a love of life-long learning.